R E P O R T R E S U M E S

ED 010 892 CG 000 019

ILLUSTRATIVE ACTION PROGRAMS.

BY- ROGGENKAMP, JANICE
ILLINOIS STATE OFF. SUPT. PUB. INSTR., SPRINGFIELD

PUB DATE 66

EDRS PRICE MF-$0.09 HC-$0.52 13P.

DESCRIPTORS- *COUNSELING PROGRAMS, TEST INTERPRETATION, *GUIDANCE PROGRAMS, STUDENT EVALUATION, *INSERVICE TEACHER EDUCATION, *PARENT TEACHER CONFERENCES, PARENT TEACHER COOPERATION, GROUP COUNSELING, READING PROGRAMS, CLASSROOM GUIDANCE PROGRAMS, PARENT ATTITUDES, OCCUPATIONAL INFORMATION, CONSULTANTS, SPRINGFIELD

THIS REPORT SUMMARIZES SOME OF THE COUNSELING PRACTICES EMPLOYED IN VARIOUS DEMONSTRATION CENTERS. STUDENTS WERE ASSISTED THROUGH INDIVIDUAL AND GROUP COUNSELING. IN ONE CENTER, SUCCESSFUL TEST INTERPRETATION INTERVIEWS RESULTED FROM A COMPARISON OF STUDENTS' ESTIMATED TEST RESULTS AND ACTUAL TEST RESULTS. STUDENTS LEARNED OF OCCUPATIONS THROUGH RESOURCE SPEAKERS AND STUDIES OF JOB FIELDS. IN ONE LIBRARY, INFORMATION WAS USED TO ESTABLISH "WORLD OF WORK" AND "ABOUT MYSELF" SECTIONS. COUNSELORS ALSO HELPED TO ORGANIZE EXTRACURRICULAR ACTIVITIES AND TO SOLVE STUDENT PROBLEMS. THROUGH CONSULTATION WITH COUNSELORS, TEACHERS WERE ASSISTED IN BECOMING MORE ACCEPTING AND IN SOLVING GROUPING, PLACEMENT, AND DISCIPLINE PROBLEMS. A GUIDANCE PROGRAM IN ONE CENTER DEVELOPED FORMS TO FACILITATE TEACHERS' UNDERSTANDING AND EVALUATION OF PUPILS. INTERSTAFF COMMUNICATION WAS IMPROVED IN ONE SCHOOL WHEN TEACHERS EXCHANGED CLASSES FOR A DAY. A SUCCESSFUL INSERVICE PROGRAM WAS BASED ON A POLL OF WHAT TEACHERS DESIRED TO LEARN. OTHER INSERVICE PROGRAMS HELPED TEACHERS GATHER INFORMATION ABOUT PUPILS AND ORGANIZE PARENT-TEACHER CONFERENCES. ONE COUNSELOR GROUP HELPED TEACHERS ORGANIZE A THREE-SESSION, PARENT-TEACHER CONFERENCE PROGRAM WHICH SERVED TO HELP BOTH TEACHER AND PARENT TO UNDERSTAND THE CHILD BETTER, ACQUAINT PARENTS WITH THE SCHOOL'S PROGRAM, BRING THE PARENTS AND TEACHER TOGETHER, AND IMPROVE PUBLIC RELATIONS. THIS IS ONE OF THE REPORTS FROM THE ZION CONFERENCE AND THE ELEMENTARY SCHOOL DEMONSTRATION CENTERS INCLUDED IN "ELEMENTARY SCHOOL GUIDANCE IN ILLINOIS." (PS)

CG 000 019

ED010892

ELEMENTARY SCHOOL GUIDANCE IN ILLINOIS

Reports from the Zion Conference and
The Elementary School Demonstration Centers

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Prepared By

Department of Guidance Services
Office of the Superintendent of Public Instruction

Issued By

Ray Page
Superintendent of Public Instruction

CG 000 019

ILLUSTRATIVE ACTION PROGRAMS

Janice Roggenkamp *

This report summarizes some of the more promising practices being employed in the various demonstration centers. For easy reference, this summary is organized around four types of services: assistance to students, assistance to teachers, assistance to parents, and assistance to administrators.

ASSISTANCE TO STUDENTS

Individual Counseling

All counselors in the demonstration centers practiced some individual counseling. Some activities of the counselors during counseling would include encouraging the student, helping him learn about his strengths, and assisting him in becoming aware of the opportunities for growth in his environment. Topics discusse in counseling included study habits, efficient use of time, preparing for tests, getting along with teachers, students, and family, and incidents of concern to the counselee. Several counselors used subject matter as a vehicle to establish rapport. Dolls, art materials, puppets, and clay have been used in helping the young child express his concerns and feelings.

In one small school the counselor had at least one session with each student in grades 6, 7, and 8 during the year. In another school the counselor saw three students, who had great need for help almost every day.

In schools where it became known that the counselor was available to students when they wished to see him, many requested sessions on their own for both personal and academic problems.

Group Counseling

Group counseling was also practiced at several of the centers. The groups usually involved six to eight students.

In two centers counselors worked with groups of under achieving eighth grade

---

* Mrs. Janice Roggenkamp is Elementary Counselor at the Demonstration Center, District 102, LaGrange.

boys, who were identified through the testing program. Counselors met with the students one day a week, and the boys enjoyed attending the sessions. One counselor remarked that as a result of the sessions the boys were more aware of their feelings toward school, and that others shared these views. Tape recordings were made of the sessions to aid the counselor.

Another counselor in group sessions used the open-ended story, role playing, and group play. In these instances the counselor structured the problem situation and then allowed free participation by the group. Another counselor presented several topics and allowed the group to choose which they wanted to talk about.

In group sessions counselors encouraged students to talk and express themselves freely, hoping that increasing participation in the small groups would lead to increasing participation in the classroom. In the group sessions children achieved a sense of acceptance and support from their peers as they expressed themselves. (Acceptance was facilitated by the counselor's attitude of acceptance and absence of criticism.) One counselor commented that as the group sessions continued and progressed students moved toward discussing their problems and finding out from the group what they thought could be done to improve or eradicate these problems. He stressed that "it is a continuing program, not a one-stop cure-all".

Test Interpretation

In several of the centers test results were interpreted to students. Both achievement and ability test results were interpreted.

In one school the results were given in terms of percentiles and stanines. At first all students participated in a group session in which the tests used were explained to them. Then each student met with the counselor individually or with some friends who he had chosen. In the counseling session the student was given a sheet with the names of the various subtests of the achievement battery, and he estimated his scores. The counselor then recorded the actual scores on the same sheet. At the same time

the student was provided with a record of his grades in subject-matter areas since the beginning of the year. This was found to be an effective means of encouraging self-analysis. Many follow-up counseling interviews resulted from this technique.

In another school both parents and child were involved in a private interpretation of test scores. Parents and children expressed appreciation for the interpretation. In the same school district test results were discussed with students in terms of choice of future education and career, and students were found to ask vital questions concerning their own ability levels in relation to possibilities for the future.

Occupational Information

Activities of students in some of the demonstration center schools included making studies of various job fields. Guest speakers from the local community representing various occupations were invited to talk in classes. In one school sixth and seventh graders visited local industries. Students gathered information on careers tentatively chosen, and, in one school, they prepared a tentative high school and/or college schedule that would prepare them for this field.

One of the ways devised to distribute information was to establish a "World of Work" and an "About Myself" section in each building library. In another school the counselor had a display of a different occupation on her bulletin board each week, and posted a question about some phase of the occupation each day. At the end of the week the person's name who had answered the most questions correctly was displayed. The counselor found the students very responsive to this.

In another school sixth and seventh graders visited local industries and eighth graders took trips to nearby cities. Also for eighth graders the English Department coordinates an effort with the Guidance Department by setting up a unit on careers in which students gather information on the career of their choice.

Orientation

In one school individual counseling was used to help the sixth grade students entering the junior high. In these sessions they were reassured that the change was a part of growing up and becoming a more responsible individual. In another school a film depicting life in the junior high was effective in orientating sixth graders.

As a part of high school orientation eighth grade students in another school visited the high school for one day and became acquainted with the building, faculty, subjects and organization. In addition, information concerning subjects was sent home with the students. One counselor organized a "Parent-Student Night" for eighth graders and their parents.

Assistance to Students with Special Needs

An exciting project in one school was that of training volunteer mothers to encourage and assist some thirty-five boys and girls with independent reading activities in the S.R.A. Reading Laboratories. This program helped children needing additional phonetic skills and children who needed extended and enriched reading activities above and beyond regular classroom instruction.

Academic work was used by several counselors as a tool to establish rapport or to get at emotional difficulties which might be interfering with learning. In some cases, pupils were given special work on a level at which they could succeed.

One counselor used the exercises developed by Doctor Carl Delacato as a preventive and corrective measure in reading. The purpose of these exercises was to develop sidedness and improve coordination. The exercises were done during the recess period with all kindergarten and first grade pupils.

Some counselors were instrumental in identifying and referring pupils needing placement in special education programs, and pupils who could benefit from assistance at a mental health clinic or family service agency. One counselor

used two scales, the S.R.A. "Who Are They?" and one of their own making, to identify pupils needing help with social relationships. The scale developed by the school was entirely oral and made use of class photographs.

Curricular Activities

One project involved a Great Books program, Spanish clubs and spontaneous creative projects to encourage the development of children's individual talents and to boost the self-concept. Parents volunteered their services for the activities and teachers cooperated on special projects so that children might gain recognition outside of their classrooms.

ASSISTANCE TO TEACHERS

Consultation Regarding Individual Pupils

Several counselors offered the service of collecting information about individual pupils for teachers for the purpose of helping the teacher better understand the particular child and aid him in his learning. Procedures involved reviewing the cumulative records noting trends, patterns and important data; checking available health data for pertinent information; observing the child in class; giving individual intelligence tests; seeing the child's work in his texts; and talking with the child, teacher, parents and other school personnel who might be involved. One counselor emphasizes in particular determining how the child relates to the teacher (Is he trying to get the teacher to react in a certain way? Is he successful getting the teacher to confirm faulty concepts about self?) In the process of gathering information the following were also sometimes used: S.R.A.'s "A Book About Me", the California Test of Personality, and the S.R.A. Personality Inventories.

In talking with the child often simple questions will be asked about how he gets along in school, how he gets along with other children, how he gets along with adults, his likes and dislikes, kinds of stories and T.V. programs he enjoys the most, who he knows that he would like to be like when he grows up, etc. His

answers often provide clues as to the way he regards himself, the kind of person he wishes to be, and the way in which he relates to adults.

Help given to the teacher often involves giving support and encouragement toward her effort to help a student, giving help with thinking through the various facets of a problem involving a student, and trying to help the teacher see some pattern to the child's behavior. The aim of consultation was often to help the teacher become more accepting of the child and to see the child in a more positive light. Some of the counselors submitted written reports for the school when the study of an individual child was completed. Often teachers consult counselors when there is a question of placement or retention.

Teachers take advantage of individual counseling for the student when the child appears to be under-achieving or having a discipline problem.

Consultants Regarding Classroom Guidance Programs

A function of several of the counselors was that of encouraging preventive and developmental guidance programs. One counselor reported the use of S.R.A. materials to introduce meaningful guidance concepts at a primary level and to encourage proper follow-up techniques. She acted as a resource consultant in the use of these materials.

Another program was that of developing forms to facilitate deeper understanding and evaluation of pupils. These included:

1. A conduct/attitude check list that correlates with the report card and permanent records.
2. A listing and summary of available filmstrips dealing with guidance activities and child growth, etc.
3. A syllabus to aid teachers in the identification of exceptional, maladjusted, and handicapped students.
4. A directory of professional and skilled people willing and capable of making a presentation on a topic relative to their vocation and to the subject being studied in the classrooms.

Assistance to Teachers Regarding Educational Program

Counselors worked with teachers assisting them in group students for reading in a manner that would allow students to meet success. Teachers were helped with techniques of bibliotherapy. In one program children were used as teacher aids. Where grouping was done, teachers found it to be successful.

In one school, it appeared that there was a problem with isolation, lack of full communication, and lack of understanding among sections and grade levels in a building. In a discussion with the teachers and administration concerning this problem, the guidance department recommended that all professional personnel be rotated for one day to a radically different teaching position than they normally instruct, i. e., one of the first-grade teachers was assigned to eighth-grade science while the eighth-grade science teacher went to a selfcontained fourth grade.

The faculty enthusiastically supported the suggestion in a teachers' meetings. The administration took the opportunity to place staff members in positions where the entire system is revising. Such a program exposed all of the faculty to common guidance problems found at every level, and also disclosed those which are unique to different cell-blocks. It established better rapport between various members of the faculty who seldom had occasion for professional concepts and problems.

Parent-Teacher Conferences

Some of the counselors were instrumental in in-service training on parent-teacher conferences. Some characteristics of one program reported as successful were: (1) teachers were polled as to what they want to know; (2) preparation and follow-up material went out to each teacher; and (3) teachers with previous experience with parent-teacher conferences were used as group leaders.

Counselors have also aided with conferences and home visits. In one school, teachers meet with each parent to obtain basic information concerning the child previous to the beginning of school. In another the counselor developed a form letter to parents to be used by the teachers.

One counselor reported that their parent conferences in which the teacher interpreted results on standardized tests revealed several things:

1. Profiles and an explanation sheet for the parent to take home are beneficial as a guide to the interview and for review by the parents at home.
2. Having the teachers prepare the materials and do the interviews, in most cases, created new interest and understanding of children.
3. There is much misunderstanding and incomplete understanding as to the meaning of standardized test results. This fact limits profitable use of the test by the staff.
4. Elementary parents in the main are willing to cooperate with the schools, if a friendly approach is made and something perceived as worthwhile is offered.

Testing

In one school system the counselor administered, scored, graphed and interpreted all the tests given during the year. When the results were completed in the fall they were discussed with each teacher. This counselor felt that during these discussions teachers asked very good and searching questions concerning the meaningfulness of the scores.

ASSISTANCE TO PARENTS

All counselors participated to some extent in parent-teacher conferences. The most extensive and thoroughly planned program of parent-teacher conferences is described as follows:

The purpose of the initial conference was to allow time for parent and teacher to become acquainted, and secure information concerning the school, child, and home. An interview guide had been prepared to facilitate the initial conference. Thirty minutes time was allowed for each conference. Each teacher had been allowed two half-days of released time to conduct interviews. The remaining time for

interviews was taken before or after school, or during noon hour. In this program three conferences with each parent were conducted during the school year. The goals of the project were: (1) to help both the teacher and parent to better understand the child, his needs and capabilities; (2) to better acquaint parents with the school's program; (3) to bring the parent and teacher together into a team effort for the child's welfare; and, (4) to improve public relations and break down resistance of parents toward school visits. This project originated from a suggestion of the elementary guidance committee. The project was conducted in one school which had volunteered as a tryout school.

Meetings were conducted with the counselor, director of guidance, superintendent of schools, and staff members present. A letter was mailed to the parents of each child explaining the purpose of the project and a P.T.A. meeting was held to further clarify the project and allow parent reaction and discussion.

The second scheduled parent-teacher conference was held in early November, with emphasis upon standardized test results and the first quarter's grades. An interpretation of test results was made, and test performance related to achievement in school, as measured by letter grades. Suggestions for parent help with the children were made by the teacher, and interpretation materials concerning the standardized tests were given to the parents. Released time over a four-day period was allowed to conduct the conferences.

The third and final conference was scheduled in March following the end of the third quarter of school. This conference was centered around discussions concerning significant emotional and social factors relating to the child, and a general academic progress evaluation covering the period from September to March. Scattergrams were used to help illustrate the academic evaluation of progress.

One-hundred percent of the children were represented by one or both parents for each of the three conferences. Evaluation of the conferences was done by both

parents and teachers, and the counselor reached the following conclusions as a result of their answers to questionnaires. Parent-teacher relationships improved; a relationship developed between parents and teachers in which each felt free to come to the other with problems. It helped in gaining a better concept of how the child was doing in terms of himself and pointed out those children needing special encouragement. All teachers felt that better cooperation from both parent and child was gained as a result of the conferences. Many parents were reached who had never been inside a school building before in the role of parent, and had never received an invitation to come to the school.

Some counselors established child study groups for interested parents. In one situation these were set up through the P. T. A. Parents were informed through an article in the local newspaper, by telephone calls, and by sending notes home with children. At one meeting, a film was shown and a mimeographed sheet distributed containing things to look for and questions for discussion.

ASSISTANCE TO ADMINISTRATORS

Counselors conducted research studies to determine needs of pupils in their systems. In one situation, a survey of classes in the county was run in order to determine ways in which students needed more help, such as in reading. Counselors also conducted follow-up and evaluation studies.

In most schools, counselors provided administrators with complete reports of the testing program. In general these reports consist of averages for each grade tested for each building in the school system. In some cases, results are pictured in graphs and tables, and a written report is given concerning the tests, why they are used, general results, and recommendations for future use.